

## TEACHING MICRO SKILLS OF LISTENING THROUGH SONG

Maulini Rizki, Ag Bambang Setiyadi, Hartati Hasan

[maulinirizki@gmail.com](mailto:maulinirizki@gmail.com)

### ABSTRACT

Tujuan penelitian ini adalah (1) menemukan aspek yang mengalami peningkatan yang signifikan pada nilai menyimak siswa setelah diajarkan melalui lagu, (2) menemukan persepsi siswa terhadap pengajaran keterampilan mikro dalam menyimak melalui lagu. Data didapat dari soal-soal menyimak dan kuesioner, kemudian diolah menggunakan SPSS 16.0. Hasil menunjukkan bahwa keempat aspek yang diteliti mengalami kenaikan yang signifikan namun kenaikan yang paling besar terdapat pada aspek mendeteksi kata kunci, t-ratio lebih besar daripada t-table ( $4,595 > 2,052$ ) dan nilai signifikansi dibawah 0,05 ( $p=0,00 < 0,05$ ). Itu berarti ada peningkatan yang signifikan antara nilai *pre-test* dan *post-test* pada nilai menyimak siswa. Data dari kuesioner menunjukkan bahwa siswa member tanggapan positif terhadap pengajaran keterampilan mikro dalam menyimak melalui lagu. Ini dikarenakan lagu memberi efek santai dan menghibur bagi siswa, sehingga siswa dapat memahami materi yang diajarkan tanpa tekanan.

The objectives of the research were: (1) to find out the significant improvement of the aspects of micro skills of listening through song, (2) to find out students' perception toward teaching micro skills of listening through song. The data were collected by listening tests and questionnaire, and the data were computed using SPSS 16.0. The results showed that the forth aspects of micro skills of listening were increase significantly. Moreover, the most significant increase was in detecting keywords because t-ratio higher than t-table ( $4.595 > 2.052$ ) and the significant value is less than 0.05 ( $p=0.00 < 0.05$ ). It means that there was significant improvement from the pre-test to the post-test of the students listening score. The questionnaire-based data showed that students gave positive response toward teaching micro skills of listening through song, because song makes the students relax and also amusing so the students are easy to understand the material without pressure.

**Keywords:** listening, micro skills of listening, song.

## INTRODUCTION

One of the basic language skills is listening, that is, getting information from other through oral language. Listening is position as receptive skills. Foreign language learner usually gets more difficulties in listening to English native speakers than to non-English native speakers and it causes misunderstanding in listening to speech through false identification of words, which is the same source of confusion in comprehending English spoken by native speaker.

Students should master listening skills to interact in spoken communication and continue to the next skills to develop their ability in English. Huebener (1969) says that in acquiring a foreign language, listening of course comes first. That is why listening has become the first point in language learning. In other words, everyone who understands the meaning and starts to talk has to hear the sound, words, and speech pattern first like children learn their mother tongue.

In reality, it is difficult to achieve listening skills because students are often discouraged, lose of interest when they learn English. Also there are some obstacles that make students uninterested in listening English. First, they cannot differentiate the words which have similar sounds. Second, they lack of vocabularies. Third, they cannot recognize sentence grammatically. Fourth, they cannot detect the key words such as identifying the topics and ideas. This problem happened because lack of practice or uninteresting technique of presenting the material in the class by the teacher. In teaching-learning activity teacher tend to choose learning technique that is suitable with classroom situation.

Lukong (1988:19) states that listening is an active process which the listener plays very active part in construction the overall message that is eventually exchanged between listener and speaker. At the same time, there is a process of understanding the message of the first speaker. It indicates that the listener should digest the message of the speaker carefully to get the information from the speaker.

Richard as cited in Omaggio (1986, p. 126) offers a list of micro skills. Micro skills concerns on understanding the speakers' utterance. Moreover, Brown (2007) offers a simplified list of micro-skills and macro-skills. The macro-skills isolate the skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills. In micro-skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm).

The aspects that were mentioned by Richard (1983) and Brown (2007) share similarities and the researcher will take 4 aspects of micro skills of listening; discrimination among sounds, recognition of vocabularies, detecting keywords, and recognition of grammatical structure. The researcher did the research on those aspects because those were necessary aspects for students of junior high school and they have enough background knowledge to implement those aspects in teaching learning process.

Song can be used to motivate listeners. Song can also makes students realize that there is different between English spoken by native speaker and non-native speaker. Song can play as important part in teaching language. It can change the atmosphere in the classroom and students will put their attention unconsciously.

Song has functions which are good for teaching English to students. First, it will motivate them while learning English. Second, it will add students knowledge about culture of native speaker. Third, it can be media of teaching because it has content and poetical methaphor. Fourth, it can develop artistic taste for teacher and students.

In teaching listening, the teacher should be creative to get students' attention to learn foreign language. When the teacher gets students' attention, the teaching learning process will run well or at least students give their contribution in teaching learning process. Cullen (1998) outlines some of the other aspects of music and songs that can lead to a fruitful discussion. These can be the basis of a class discussion.

Listening in English class has been the difficult subject for students. It happens because teachers focuses on macro skills without any attention of micro skill. Whereas micro skill is important as the basic step of listening.

In this research, song technique chose as a technique in teaching micro skills of listening. Song technique used in teaching listening especially teaching micro skills of listening. The research aimed to investigate the effectiveness of song in improving micro skills of listening. Because song tended to be fun and they was not easily get bored if they learn listening through song.

The objectives of this research (1) to find out the improvement of the aspects of micro skills of listening which are improved through song, (2) to find out the students' perception toward teaching micro skills of listening through song.

## METHOD

This study was quantitative research. This research was conducted with *one group pre-test post-test*. The design of this research: T1 X T2.

The population of the research was the students of the second year of SMP Muhammadiyah 5 Bandar Lampung in the second semester of academic year 2013/2014. The research was conducted into several procedures, they are administering the tryout test, administering the pretest, conducting treatment, administering the post-test, and administering the questionnaire.

The researcher conducted the tryout to know the validity, reliability, discrimination of power, and level of difficulty of the test. The pretest and posttest used 300 items with the option A, B, C, and D. The system of the scoring is:

$$S = \frac{R}{N} \times 100\%$$

Notes:

S: score of the test

R: right answer

N: number of the text

Arikunto (1993:240)

## RESULTSAND DISCUSSION

### *Results*

There were two research questions in this research, so there were two main results, that is (1) the most significant improvement between pretest and posttest in one aspects of micro skills of listening and (2) the positive perception from the students toward the teaching learning process.

This section answers first research question. According to hypothesis testing, *Repeated Measure t-test* was used to find the different and was also statistically tested by using statistical computer using SPSS 16, in which the significance ( $p=0.00$ ). It can be seen from Paired Samples Statistic, as follows:

#### Detecting keywords

##### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	1.8148	27	1.56984	.30212
	Posttest	3.4444	27	1.18754	.22854

##### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	27	.128	.523

##### Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.62963	1.84283	.35465	-2.35863	-.90063	-4.595	26	.000

Based on the table above, t-value was 4.595, in which the data significant based on the t-table was at least 2052. T-value on the table was higher than t-table ( $4.595 > 2052$ ) and the significant value was less than 0.05 ( $0.00 < 0.05$ ). Therefore, it can be conclude that there was significant improvement between the pretest and posttest score, in which the mean of the posttest score was higher than pretest score.

Next, this section answers second research question. In determining the students' perception, the researcher calculated the questionnaires that they have fulfilled and considering each mean score. The researcher provides the table below:

No	Objective	Mean	Number of items
1	Students perception toward English	89	2
2	Students perception toward English Song	79.75	4
3	The students perception toward teaching English through song	85.75	4

Based on the table above, we can see that students perception toward English have the highest mean among others. The researcher stated that majority of the students have positive perception toward English lesson, English song, and teaching English through song. From the data gained, the researcher found that most of the students have interest in English. About 86.11% students like English song and they relaxed and did not nervous when listen to it. So, the researcher assumed that song was an amusing for teaching micro skills of listening. They could learn and enjoy listening as well as other skills.

### ***Discussion***

In this research, the researcher applied song to increase students' micro skills of listening. Thus, the result showed that the students' micro skills of listening improved in each aspects of micro skills of listening after being taught through song in the second grade of SMP Muhammadiyah 5 Bandar Lampung. The students' mean score after being taught through song was increase significantly. It can be seen by comparing the mean of the pretest and posttest score, from 56.14 to 74.52. The gain from the pretest to posttest was 18.38.

Brewster, Ellis, and Girard (2004) mention that developing "intelligent guessing" is very important for the students. Predicting, guessing from context, and

recognizing discourse pattern and markers are learning strategies that they suggest in order to improve students' listening skills. It is parallel with the researcher focus on investigating students' micro skills aspect that improved from the pretest to the posttest. The researcher has found that there was an improvement in all elements of micro skills of listening that being concern by the researcher. From the table, it showed that the elements of micro skills of listening increased significantly were detecting keywords, recognition of vocabularies, and discrimination among sounds. Recognition of grammatical structure also increased but not significantly..

The element of micro skills of listening that increased in the first position was detecting keywords. The gain score was 33%. The researcher assumes that it happened because the students did not have background knowledge or confuse on how to decide the keywords from the sentence. But after the treatments the students was able to decide which the keywords from the sentences.

Recognition of vocabularies increased in the second position. The gain score was 22%. The researcher examined the ability of students to recognize the vocabulary by asking students to find the synonym of the words.

Discrimination among sound increased in the third position. It happened because from the pretest result the students already got high percentage about 70 %. So there was only 10% increase in the posttest. Seeing the result of this micro skill of listening, the researcher found that the students were able to answer the questions provided by the researcher in the scope of discrimination of sound.



The gain score from recognition of grammatical structure was in the last position. Because the students' score in the pretest above average. So, there was no significant increase from pretest to the posttest.

This finding was supported by the previous related research, that is, "The use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong." conducted by Trần Thị Oanh (2011) from University of Languages and International Studies. The researcher used survey questionnaire, interview, and observation in order to investigate the effectiveness of using songs in teaching listening skill to the students at ITC foreign language center and suggest some methods on how to use English songs to teach listening to students. The researcher found that the students had a positive attitude to the using of English songs in class. The students themselves agreed that they felt comfortable in listening than before. It could help them reduce tension and pressure as well as motivate them to study during the lesson a lot.

And also this finding was supported by the previous related research, that is, "Utilizing English Song in Improving Students' listening ability" conducted by Yuyun Novianti (2012) from The University of Lampung. In the previous research, the researcher used quantitative research which used one group pretest-posttest design. The research was conducted in SMP YLB Natar. This research aimed to analyze the significant increase of students' listening ability after being taught through song. Based on the result, there was a significant increase of students' listening ability achievement after being taught through song. It can be seen from the mean of students' pretest and posttest score in experimental class

which increased from 70.41 up to 86.66 or increase 16.25. In conclusion, the use of song had better effect for students' achievement in listening.

## CONCLUSIONS

Based on the data, some conclusions are taken, they are (1) the most significant improvement between pretest and posttest in one aspects of micro skills of listening and (2) the positive perception from the students toward the teaching learning process.

## REFERENCES

- Arikunto. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brewster, J., Ellis, G., and Girard, D. 2004. *The primary English teacher's guide*. Essex: Penguin English.
- Brown, D. H. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Longman.
- Cullen, B. 1998. *Music and Song in Discussion*. The Internet TESL Journal, Vol. IV, No. 10. <http://itesjl.org/Technique/Cullen-Music.html>. Retrieved on January 16<sup>th</sup> 2014
- Huebener, T. 1969. *How to Teach Foreign Language Effectively*. New York. University Press.
- Nicholas, N. L. 1988. *Teaching Listening Comprehension*. English Teaching Forum Volume 26 No. 1. <http://exchanges.state.gov/englishteaching/forum/archives.html>. Retrieved on January 16th 2014.
- Noviyanti, Yuyun. 2012. Utilizing English Song in Improving Students' Listening Ability at the Second Year of SMP YBL Natar. Bandar Lampung: Lampung University (Unpublished Script).
- Oanh, T.Thị. 2011. *The use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong*. Vietnam. University of Languages and International Studies.
- Ommagio, A.C. 1986. *Teaching Language in Content: Proficiency Oriented Instruction*. Boston: Heinic and Hemi.

Richard. 1983. *Listening Comprehension Skills*. <http://www-01.sil.org/lingualinks/languagelearning/OtherResources/GudInsFrALnggAndCltrLrnngPrgrm/ListeningComprehensionSkill.html>. Retrieved on December 11th 2013.